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The Mid-continent Regional Educational Laboratory's Cooperative Urban Teacher Education (CUTE) program, a cooperative field experience program for the recruitment and training of teachers for the inner city, is the focus for discussion of teacher education in this collection of speeches made at the Eighth National Clinic of the Association for Student Teaching. Topics which are considered in the speeches include the problems resulting from the present loading of education away from inner city problems and toward problems of the middle class; priorities in the equalization of educational opportunities, such as the resolution of racial and socioeconomic problems; a description of the Associated Colleges of the Midwest's Urban Semester program for Chicago which is similar to CUTE; a particularized presentation of the CUTE program, emphasizing behavioral objectives; the nature of the problems and factors affecting organizational change within the hierarchical bureaucratic structure of the educational system; the necessity for immediate reform in education in an innovative way; and proposals for providing for future educational needs in the CUTE program, including a teacher preparation model. (SM)

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OPERATION PROBE:

COOPERATIVE URBAN TEACHER EDUCATION

Speeches made at the Eighth National Clinic sponsored by the Association for Student Teaching

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FOREWORD

The Cooperative Urban Teacher Education Program had its beginning in the summer of 1966 when the Mid-continent Regional Educational Laboratory received a project-planning grant from the National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth. Based on the belief that small liberal arts colleges afford a large untapped source of potential teachers of the culturally disadvantaged, the Laboratory invited institutions of this type in the midwest region to participate in the program.

The commitment to academic excellence and the deep concern for human welfare traditionally demonstrated by these institutions seemed to provide a natural basis for the recruitment of teachers for this program. Individually such institutions are generally unable to develop a specific program for the preparation of teachers for the culturally disadvantaged. Thus, joint action, utilizing the resources of several colleges within the area, seemed feasible.

Thirteen liberal arts colleges and the public school systems of Kansas City, Kansas and Kansas City, Missouri, began in the fall of 1966 to develop a cooperative program. In March 1967, two additional colleges and the University of Missouri at Kansas City joined the group. Since then, an additional liberal arts college and Lincoln University have joined the cooperative effort. Through a grant received this year from the Danforth Foundation, plans are being made to extend the program to the Oklahoma City, Oklahoma and Wichita, Kansas areas.

"Operation Probe" provided educators from across the country an opportunity to explore the Cooperative Urban Teacher Education Program, the problems of educating teachers for the inner city, and teacher education in general.

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I. INTRODUCTION

Following closely on the heels of the April 1968 riots that came in the wake of Dr. Martin Luther King's assassination, 130 educators from 22 states, the District of Columbia, and Canada assembled in Kansas City, Missouri for the Eighth National Clinic sponsored by the Association for Student Teaching.

Although the primary focus was the Cooperative Urban Teacher Education Program (CUTE) in Kansas City, it was by no means the extent of the clinic. Urban teacher education, and in fact, the whole of teacher education came under consideration.

Under the direction of Dr. Grant Clothier the planning committee arranged a varied program including formal presentations, group interaction, discussions, visits to inner-city schools and neighborhoods, and opportunities to probe the intern teachers and the CUTE staff.

The exciting picture of the challenges and the urgencies of urban education as well as the encouraging aspects of the CUTE program emerge in this report. The role of smaller liberal arts colleges in providing effective teachers for inner-city schools, the merits and the rewards of a true and genuine partnership, and the evidences of what can be accomplished by spirited and dedicated leaders can be seen.

It is hoped that this might serve as a record for those who had the privilege of participating and a source of ideas and inspiration for those not able to attend.

Dr. Grant Clothier, who directed the clinic, to Dr. Richard Collier, who lent his support and that of the Association for Student Teaching, to

the presenters and panelists who provided so much intellectual stimulation, to the entire CUTE staff, to the wonderfully energetic and dedicated Intern Teachers, and to those who prepared this monograph, we are all deeply indepted.

I am sure that those who contributed to the success of the clinic and the preparation of this publication will be satisfied if their efforts challenge some to reexamine their commitment and contribution and to take action on that which is today's most urgent concern--urban education.

James F. Collins, Chairman
Clinics Committee
Association for Student Teaching

II. TEACHERS FOR THE INNER CITY: HOW DO YOU GET THERE FROM HERE?

John Egerton

There is an oft-told story about a stranger driving in New England who came to a fork in the road. A sign saying "Bangor" had arrows pointing in both directions, so the man pulled off to the side and flagged a farmer coming along behind him. "Does it matter which road I take to Bangor?" he asked. The farmer replied, "Not to me."

That story belongs in the category of New England Traveler's tales with the one about the man who told a stranger seeking directions to Boston, "You can't get there from here." These are old stories, no longer as funny as they once were, but they lead us into the subject at hand--teacher education and the inner city. Teacher education is an old story in itself. In the past ten years, racial discrimination and poverty have been rediscovered in this country; in the course of trying to erase these scars we have focused a lot of attention on education. More questions than answers have come forth, one of them: How and where do you recruit, prepare and assign well-qualified and effective teachers for the neediest schools, many located in our big cities' ghettos. Teacher education institutions have frequently answered with the same unconcern or resignation as the New Englanders in those stories: "It doesn't matter to me," or "You can't get there from here."

Neither bussing nor compensatory education offer permanent solutions to the problems of inner-city schools. The school park concept requires more time and more money than we now have. We are left with the necessity of making education in these schools as good as it can possibly be. One essential component of high-quality education is superior teachers.

What is a superior teacher? Where are the superior teachers? How do you get them into the ghetto schools? These are questions which show how hard it is to get there from here. I would like to look at a few of the problems that make the journey so hard.

The first obstacle to finding superior teachers for the inner city is the fact that few colleges and universities are turning out such teachers. The inner-city teacher education program here is one of the few of its kind. The overwhelming majority of teacher education institutions are not producing new teachers prepared to cope with the problems of the inner-city school. A survey conducted by the Southern Education Report showed that only 16 percent of the colleges and universities in 17 southern and border states, including Missouri, have made any improvements in the past five years to improve the preparation of teachers to work with children who are the victims of poverty and discrimination. On the basis of casual inquiries we believe this is representative of the national pattern.

Less than one institution in ten is turning out graduates which the colleges classify as "very well prepared" to teach in the inner city. Only one-third of the institutions have more teacher candidates practice teaching in poor-neighborhood schools than they had five years ago. Only one-fourth of the institutions are sending more graduates into inner-city teaching jobs than they were five years ago. Teacher education is still primarily an enterprise in a middle class setting, where white, middle class professors instruct students of the same class, provide them with practice teaching assignments in white, middle class schools and give them jobs in the same schools.

That's part of the problem: teacher education institutions are not preparing new teachers for jobs among minorities and the poor. Another dimension of the problem is related. Negroes are disappearing from the teaching profession. Another survey which Southern Education Report recently conducted revealed that desegregation in the South is eliminating Negro principals. Whereas Negroes usually presided over all-Negro schools, they are almost systematically excluded from principalships in desegregated schools. The same is true with teachers to a lesser extent. There are numerous examples of Negro teachers not being retained when formerly segregated schools are combined, and few new teachers hired by these schools are Negro.

In St. Louis 27 Negro principals head biracial schools; only two of the schools have a white enrollment as high as ten percent. In Kansas City, we were told that there are ten schools with white and Negro students and Negro principals, but all ten of them are 98 percent or more Negro. New York City has seven Negro principals in more than 850 schools.

There is a declining opportunity for Negro teachers, principals and administrators. The percentage of Negroes entering teacher education programs is declining because they see no future. This decline is apparent in both undergraduate and graduate programs.

The people who know poverty or discrimination are being turned away from teaching. The people in teacher education institutions don't know poverty and discrimination, can't understand it, don't particularly want to become involved with the victims, and don't know how to reach and teach such children.

We confront a wall separating the inner city from the rest of society. Our system of education is designed to serve the rest of society, geared to the white and the financially independent.

The experts must solve these problems. I have no qualifications at all to say who should teach in our public schools, nor how they should be trained, nor how they should be recruited or assigned or rewarded. All I can do is pass on to you what I see and hear when I travel around looking at schools and talking to educators and asking a lot of nosey and impertinent questions. I'm sure none of this is news to you. You see and hear the same things. But for what it's worth, let me recapitulate by ticking off a few items:

*Few colleges prepare teachers for minority and low-income children in the urban ghetto and the rural slums.

*Fewer Negroes are choosing education as a career because their opportunities are declining.

*The race and class orientation of teacher education and public schools discourage Negroes from participating and mean that those who do participate are uninformed about and uncommitted to the needs of school children of a "different" race and class.

*The Teacher Corps has fallen on hard times because it brought under critical scrutiny the means and ends of teacher education.

*Teacher education tends to be the servant, supporter and perpetuator of the white, middle class.

*Schools of education have developed a new specialty, special education. It prepares teachers for the physically and mentally handicapped. Another category of exceptional children is the culturally different.

(We called them disadvantaged for awhile, because we could see nothing in their culture that was valuable.) Perhaps preparation of teachers for culturally different children should become another category of special education. Maybe if we got into it we could discover that our own blind spots have kept us from seeing and appreciating some valuable qualities missing in our lives. Maybe we really could learn how to reach, teach, understand, accept, appreciate and serve these children.

There are things we must learn; we must admit mistakes, accept change. These admissions and this acceptance are painful and costly. What you are doing in this teacher education project is enormously encouraging. It tells me I am probably talking to the wrong audience. You can get there from here, and it does matter which way you go. I wish you an eventful and rewarding journey.

III. ACROSS THE COUNTRY--WHERE THE ACTION IS

Richard E. Lawrence

It is a pleasure to greet you this morning on behalf of the American Association of Colleges for Teacher Education and its NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. I am especially pleased to have this opportunity to publicly congratulate Grant Clothier and his colleagues in the CUTE program on the success of their efforts in Kansas City. The Association and the Institute are proud to have made a contribution to the initiation and support of this important program. Many more such efforts will be necessary if we are to meet the demands on teacher education in these difficult times.

The complexity of current social problems frequently leads to actions or proposals in education, as in other areas of human endeavor, which are inconsistent with long-range goals we presume to seek. Policies which will provide consistency and rationality to our activities are often non-existent.

An example of this kind of confusion appears in this morning's newspaper report on Governor Docking's speech to the Chamber of Commerce yesterday. He concluded that the nation will find solutions to today's problems as it has found the answer to seemingly insurmountable problems in the past. He warned the members of the Chamber of Commerce against a defeatist attitude and those who say we have a sick society that is morally corrupt. But, he also concluded that it is perfectly natural that the social upheavals we have had in recent weeks should be met in the way that they have with a show of force by local police, state guardsmen and reserves to bring order

again. In my opinion, if this implied policy prevails, we are going to be worse off, if that is possible, than we are at the moment.

In light of present circumstances, I have taken the liberty of changing the topic of my discussion for this morning. I was asked to talk about "Where the Action Is." After spending a good deal of time making notes about where I thought the action was, I recognized that a lot of it is here in Kansas City. Further reflection has convinced me that it is fair to say that in spite of our efforts to date, the AACTE and its member institutions haven't really been working on the problems of inner-city education; we just think we have. It's time we, and you, come to terms with today's realities and seriously seek radical solutions to our problems. I would like to speak on these problems this morning. I recently read the December 1967 issue of Theory Into Practice published by Ohio State University. This issue is entitled "Teachers We need." I recommend it to you. It deals with many current problems of teacher education; it is full of ideas. There is only one place in the document, however, which gives attention to the central problems of the inner city: segregation and the problems of racially, socially, and economically deprived people. That seems a gross oversight. It's still a good volume, but it reminded me that most of the time we are not talking to the real issues in teacher education.

More to the point, I think, is the entire 1968 winter issue of Harvard Educational Review which discusses the equalization of educational opportunities. It includes useful information bearing particularly on the concerns which are bothering me at the moment. I have drawn heavily on its contents in what follows.

My experiences with the National Institute during the past two years have made me realize that the racial problem and the socio-economic problem we currently face in the schools must be given first priority if we are to make any difference in urban education. If my recent professional experiences had not moved me to this position, living through the past few weeks in Washington, or in Kansas City, certainly would have. In an article in the Harvard Educational Review David Cohen makes a point that seems appropriate as we consider our problems here. "The sources of racial inequality in educational opportunity are very deeply imbedded in the social structure of cities and their school systems. Remedy for these conditions lies in changing those structural features of urban education which produce and sustain inequity. It is, therefore, a bit wide of the mark to focus attention--as is too often done--on unique personalities and programs which flourish in the face of severe adversity; this can become an exotic form of tokenism".[1] Cohen suggests instead that we need to give attention and lend support to the consideration of basic policy problems in urban education and in education in general.

It is on these grounds that I have decided to change from talking about "Where the Action Is," to a more general discussion of basic policy issues as I see them in teacher education.

Initially, there are three assumptions that I would like to make clear. First, the alienation of youth from society, schools, teachers, parents and other adults, is a general problem affecting all levels and groups in our society. It is not just an urban problem, not just a "disadvantaged" problem. It is a problem, however, which is aggravated by the conditions

associated with the complexities of urban living and by the minority status of large portions of the urban population.

A second assumption is that the fundamental problem of our time is the problem of equalizing educational opportunities, particularly for Negroes, although other minority groups are also faced with this problem. Other problems such as environmental pollution, population control, transportation, world peace, are important, but it seems to me that when we are talking about urban education, they are second priority problems.

A third assumption is that action in teacher education can best be assessed and analyzed by examining the ways such action deals with important issues in teacher education. It is what we do in this regard, not what we say, that counts.

In talking about issues, it is easy and dangerous to dichotomize the choices involved and to talk as if the resolution of issues was an either/or matter. If I slip into that position, please forgive me and remember that I know most issues should be viewed on a continuum and can be dealt with in a variety of ways. In the remainder of this presentation I will identify some basic issues in teacher education and point out some of the things which are being done to deal with them.

First: What purposes of education should underlie our development of teacher education? Should we be preparing teachers to function effectively in educational systems as they now exist or should we be preparing teachers who can and will act as change agents? The issue in broader terms is whether we shall seek to further an open society or support the continuation of the relatively closed society which has been the implicit goal (actual outcome) of traditional educational arrangements. Present arrangements

appear to be pushing us rapidly toward a society of two cultures. Although we may be sympathetic under present conditions, with the interest and attempts of "black power" people to create quality schools of their own, in the long run, we have to hope we can help them see that this is not going to be an appropriate long-range solution for our society. I don't mean to reject their point of view. We need transitional strategies to get from separatism or segregation to where we need and want to be. To paraphrase and abbreviate the views of Dr. Arthur Pearl,[2] an open society requires the kind of education whose purposes are to give all young people real equality in occupational or vocational choice. We are not providing that at the moment. Appropriate education provides preparation for full participation in a democratic society. In addition, education for an open society gives students an opportunity to become culture carriers--to know what is good from the past, to learn what is known about the world and the people in it. Finally, preparation for participation in an open society demands opportunity for attainments in the areas of inter- and intra-personal relations. The achievement of such objectives demands tolerance for deviancy which most of us in education lack. Serious commitment to these basic objectives for our schools will demand substantial change in teacher education.

A second issue grows out of the issue of purpose: To what extent should the purposes of society determine or influence educational purposes? James S. Coleman, in a discussion of his report on equality of educational opportunity, makes a useful distinction between educational purposes and social purposes.[3] He points out that it may be difficult, if not impossible, given the social purposes of education, i.e., to provide real equality of opportunity for all, to at the same time meet the narrower educational

purpose of bringing children up to "academic level." When there is a conflict, which should receive priority? This is an issue we have to deal with. More specifically, what position shall education and teacher education take toward racial and socio-economic segregation in our society? How shall we respond to what Daniel Levine calls the "Integration-Compensatory Education Controversy?[4] David Cohen notes that the compensatory education approach (efforts to provide in any situation the kind of extra help needed to bring pupils up to their grade level) and the integration approach which would mix people as a means for bringing about equal educational opportunity, are both in the tradition of liberal-social reform. Each seeks to "make of the schools an instrument for removing the educational consequences of social and economic inequities which society gratuitously imposes upon small children."[5] But the two approaches are significantly different in that they locate the focus of the problem in different places. The commitment to a policy of integration as a means for dealing with the problems of education puts the blame on the system. Compensatory education puts it on the child. Cohen believes that, "the leading public policy question currently appears to be whether to take students and school attendance patterns as they are and seek to improve Negro achievement by improving educational quality in existing schools or to desegregate the schools and thus improve educational opportunities for Negro students."[6] Levine concludes that the differences expressed are "a spurious and wasteful argument between schools of thought that turn out to compliment each other as much as they contradict or detract from one another."[7] In either case, it seems clear that compensation or integration, if they are to be successful, will require fundamental change in the schools and very large expenditures of money. This is the central

fact we must face. In teacher education at the moment, we are primarily involved in implementing programs for compensatory education. We are stressing compensatory education programs. If the social purposes of education are now primary, as I believe they are, our present approaches are inadequate, if not disastrous, because they only serve to institutionalize the very segregation we must eliminate.

Now, to turn to some related issues. One issue involves how we define teacher education. Are we really in a position to prepare and expect all teachers to be prepared at the same level? As L. O. Andrews notes, "There is a growing realization that it may very well be unrealistic to assume that this country can select, prepare and keep in the schools 2,000,000 outstandingly competent people of the type generally desired as professional teachers."[8] I am not in a position to suggest that we know how to select people who will become professional career teachers. Nevertheless, I suspect we cannot continue to invest our resources as if everybody entering teacher education were going to become a teacher in the full sense of the word. We know they are not. We have to find ways to deal with this fact more efficiently.

The Syracuse University Urban Teacher Education Program has developed some selection procedures that seem to be working well. They have identified two personality dimensions, strength and sensitivity, as the basis for selection of prospects for their training program. They can predict by role-playing, interview, etc., with some degree of accuracy, which people are going to be able to succeed in the urban situation. We need more work in this area. To return to the basic issue, we must stop pretending that we have the resources and the know-how to prepare all teachers in the same

way. Mr. Hazlett earlier mentioned the differentiated utilization of staff. It seems the two ideas are interrelated. Other aspects of this problem have to do with ideas that come out of the so-called "New Careers" proposals. This does not just mean using teacher aides as such. There are few real "new career" programs that I can call attention to. One in Minneapolis seems to be well-developed. There is one in Oregon, one in Oakland and several others. The dual purpose of these programs is to provide additional help in school through people who are not fully accredited, but who can serve as links to the community, and to provide socially meaningful jobs for these people. The hope is that the programs will develop career routes which make it possible for a person to get into the action without prior preparation, enabling him to move to a full professional status, if this is his desire. These are difficult programs to initiate. In addition, they will help little if they result in the utilization of "new careers" personnel for promoting business as usual in education.

Does preparation of teachers for the inner city require specific programs, or is good teacher education the same for all teachers? The National Institute has faced the question of whether we are really concerned with the immediate and demanding problem of preparation of teachers for the disadvantaged or whether we are trying to find ways to improve teacher education in general. My personal view is that we had better get this special problem separated from our other problems because we are in a period of crisis and cannot afford to rejuvenate all teacher education before we meet the demands of the moment. But the question remains an issue with which every teacher education institution must deal explicitly.

Programs for the disadvantaged or programs for teachers of the disadvantaged currently have top priority in the Office of Education. There are no funds available at the moment but one-third of whatever funds are appropriated for the Education Profession's Development Act will be earmarked for the disadvantaged. There will be also a heavy emphasis on preparation of teachers for early elementary levels. We have to be concerned about the lack of influence these special programs, institutes, experienced teacher fellowships, and the Teacher Corps have had on general teacher education programs. We have to be very much concerned with sharing what we learn in special programs with the general teacher education program.

I'll mention only briefly some other issues with which we ought to be concerned. One has to do with whether preparation for teaching the disadvantaged should be offered at the pre-service level or through in-service programs. Most of the special efforts funded by the Federal government have been directed at in-service teachers. The relationship between pre-service and in-service is a matter of concern. There is the issue of whether we can adequately prepare people in pre-service programs or whether it must be primarily done through in-service training.

A related issue has to do with the relative role, functions, and responsibilities of the schools as compared with higher institutions in the preparation of teachers. The AST-AACTE book, Partnership Teacher Education, deals with this general issue of roles and relationships. We have to consider who ought to be doing the job. I have reservations about the inclination to pass the ball to the public schools. I think this may be a way of copping out for those in higher education.

We have talked about the need to get teachers of teachers more in touch with today's realities; this is where the Triple T Program presumably will have its major impact. Another program sponsored by the Office of Education, the Tri-University Project, gives teachers of elementary teachers special in-service preparation. Through this program the University of Nebraska, New York University and the University of Washington are developing ways to prepare better teachers of teachers. There is the continuing problem of the relationship between educationists and our academic brethren in liberal arts colleges. The Fourteen Professor's Project of the National Institute involved academic professors, who committed themselves to teaching in disadvantaged schools. They worked directly with teachers to get some feeling for the problems the teachers face in the classroom. It was discouraging to find that in almost every case these professors said the experience had been a diversion. They reported they would have been better off in terms of status in their college or university if they had stayed on campus and worked in seminars or on research. In every case, however, they did learn that the school situation was somewhat different than they thought it was and that the teacher's job is a complex, challenging one.

Through the National Institute we brought students and beginning teachers together to tell us what they thought was wrong with teacher education. We asked how teacher education could be improved. They responded with the kinds of things we all know and haven't been able to do much about: early laboratory experiences, more involvement in their own education, more attention to the real problems of education.

There are a whole series of issues that have to do with strategies for change. There is a question of whether we can be evolutionary in our efforts

or whether the situation is so bad it demands radical and revolutionary treatment. This morning John Egerton and I talked about the difficulties colleges and universities have in making some kind of accommodation to "high risk" students. Programs for such students are very limited in their impact, because of institutional rigidities. They are also limited in terms of the number of students they can serve. We may have to go through a transitional stage of independent, free universities that will get us out of the tragic rigidities of the system as we know it. The Bureau of Research in the Office of Education is just now initiating the Teacher Education Development Program. There is implied in this project quite a different strategy for bringing about change. Models for teacher education which involve all of the various aspects of the child are being developed. The models will be reviewed and put up for bid. Three or four institutions across the country, willing to commit their total program to at least one of these models, will be funded for a fairly long period of time to try to implement it. This is a strategy for change that is quite radical. Only time will tell whether it will work where other strategies have failed.

Whatever our views on these and other issues, we must resist the temptation to be drawn into little efforts. We must make our large scale commitment to the improvement of teacher education clearly evident. There are a number of ways we can do this.

Through whatever influence we have on our campuses we must be sure that the verbalized policy of commitment to integration becomes a real policy. We need to involve our students in this effort. They can plan and work with us, and help us get to the people we need to reach. Students can help us find ways to get these people into the program also. We can develop plans

which will provide all of the appropriate faculty members with real experiences in urban education. We can work for the development of institutional policies which actively promote the desegregation of all educational institutions and which will eventually bring real equality of educational opportunities. We cannot act in ways that will institutionalize the present inadequacies of segregated situations. Desegregation and integration, not in just the inter-racial and socio-economic sense, but in an educational sense, must become the goal of our efforts in teacher education.

FOOTNOTES

1. David K. Cohen, "Policy for Public Schools: Compensation and Integration," Harvard Educational Review, 38:114, Winter, 1968.

2. Arthur Pearl, "A Hard Look at Teacher Education," Changing Dimensions in Teacher Education, American Association of Colleges for Teacher Education 1967 Yearbook, p. 136-7.

3. James S. Coleman, "The Concept of Equality of Educational Opportunity," Harvard Educational Review, 38:114, Winter, 1968.

4. Daniel Levine, "The Integration-Compensatory Education Controversy," Educational Forum, March 1968.

5. Cohen, "Policy for Public Schools," p. 117.

6. Ibid., p. 15.

7. Levine, "Integration-Compensatory Education Controversy."

8. L. O. Andrews, "A Curriculum to Produce Career Teachers," Theory Into Practice, 6:237, December, 1967.

IV. THE ACM PROGRAM--AN EXPERIMENT IN INTER-INSTITUTIONAL DIPLOMACY

Helen Berwald

When Dr. Clothier invited me to participate in this clinic, it was clear he wanted me to talk about our adventures in the world of urban education; what aspects of our five years' experience should be emphasized and what kind of label should be given to this presentation were less certain. We considered the possibility of entitling it, "The ACM Urban Semester--A Model Program;" I thought of wild things as "Small Town Colleges Tackle Big City Problems" or "The Urbane Semester Where Anything Can Happen and Usually Does." The day on which this title was selected was one in which there had been a number of administrative problems, consequently, the title suggests an emphasis upon this aspect of the program. Although I selected the title, I refuse to be influenced by it and will share what I consider basic information about our program.

I will talk about five areas: a brief explanation of what is meant by ACM, the rationale of our Urban Semester Program, a description of the program, problems of the program, and some results of the program.

ACM: The Associated Colleges of the Midwest

The Associated Colleges of the Midwest, founded in 1958, is a consortium of ten mid-western liberal arts colleges. The group includes Carleton and St. Olaf Colleges in Minnesota; Coe, Cornell, and Grinnell Colleges in Iowa; Lawrence University, Ripon, and Beloit Colleges in Wisconsin, and Knox and Monmouth Colleges in Illinois. Our colleges are located in small and, in some instances, rural communities.

The ACM conducts programs in many areas including two in teacher education. One is a video tape project concerned with the production of video tapes used to improve teacher education at pre-service and in-service levels. The second is the one with which this presentation is concerned, the Urban Semester Program, conducted in cooperation with the Chicago Public Schools and supported by the Danforth Foundation.

The Rationale of the Urban Semester Program

Primary considerations for this program included:

1. The expectation that the Urban Semester experience would prepare teachers qualified to teach in urban schools as well as elsewhere, giving recognition to the growing need for well-prepared teachers in the city schools.

2. The expectation that many participants in the program would acquire an interest in teaching in urban schools, an attitude which might infect fellow students.

3. The expectation that a large city school system would provide a greater variety of teaching experiences than smaller systems.

4. The expectation that a large city school system would permit a greater selection of sponsor teachers, providing a quality of sponsor teachers not always obtainable in regular ACM student teaching programs.

5. The expectation that the less intensive use of Chicago schools for practice teaching would give each student teacher an adequate amount of actual teaching experience and not subject them to excessive contact with inexperienced teachers.

6. The expectation that a full-time student teaching assignment in an urban school would provide opportunities for a variety of valuable extra-class school activities.

7. The expectation that the participation of faculty members in the Urban Semester Program would enrich the teacher education programs of member colleges and promote greater understanding of urban schools' problems.

8. The expectation that a dynamic and highly visible special program would provide a personal and vital learning experience through its combination of theoretical and practical instruction, its living arrangement which would develop a "community of teacher-scholars" engaged in informal discussions and formal study, and its combination of group activities with opportunities for enriching individual experiences.

You may be asking yourself what kind of program would accomplish these wonderful things. Let me briefly describe the basic design.

Description of the Program

The Urban Semester Program makes it possible for approximately forty selected senior students from ACM colleges to spend sixteen weeks observing, teaching, and studying in Chicago. During the first eight weeks they are assigned to schools located in an average socio-economic population. Students have full-time assignments to the school, although their programs include only two hours of teaching. The limited teaching load provides time for preparation, observation, and participation in a wide variety of school activities.

Students are required to participate in two evening and Saturday morning seminars. One is the Urban Education Seminar, which seeks to

utilize special resources of Chicago and of the Chicago Public Schools' personnel, to focus upon general concerns in education and upon specific concerns of urban education. One meeting each week is devoted to giving timely assistance with teaching problems and procedures encountered in the classroom. The second seminar is in Urban Sociology. Its purpose is to give students an understanding of metropolitan phenomena and to provide a conceptual framework for the practical experiences gained through student teaching.

One of the main features of the program is the intensive supervision and assistance given student teachers by their college supervisors. The supervision of fifteen student teachers is considered a full-time teaching load. Supervisors are expected to observe each student teaching in his classroom at least once each week. Faculty and students live together in the same apartment hotel, making help available to students on a regular basis and facilitating a constant exchange of ideas among students and among students and faculty.

Full-day field trips are scheduled between the end of the first teaching period and the beginning of the second. Students may visit such diverse institutions as the University of Chicago Laboratory Schools, the Sonia Shankman Orthogenic School, Dunbar Vocational School, and the Richard E. Byrd Elementary School. Other visits are made to gain insight into special programs such as the value-sharing program, closed-circuit television operations, dropout programs, reading clinics, and classes for the educable mentally retarded. Field trips throughout the sixteen week period include a bus tour of the city of Chicago to illustrate some of

the concepts discussed in the Urban Sociology Seminar, and evening or afternoon excursions to the Loop, the Gold Coast and its adjacent slums, an ethnic open air marketplace and Old Town.

The desire to present a program which offers a unified educational experience, hopefully reflected in all aspects of the design, is especially apparent in the requirement of a term paper, relevant to both sociology and education, relating theoretical information to first-hand experiences.

The work load is heavy; the pace varies from fast to faster. One effort to reduce the amount of work required during the sixteen weeks has been the assignment of summer readings so students can get a head start on their seminar reading.

Problems of the Program

Problems in the program appear to fall into two categories; those which are related to the nature of the program itself, and those which arise because of variations in the policies, procedures, and offerings of the ten member colleges.

In the first category, perhaps three are of major magnitude. The most persistent problem is the problem of staffing the program. The original idea had been to staff the program largely with faculty members from ACM colleges. The disadvantages of this procedure became obvious during the first year of the program. Relying on staff from the colleges meant having persons inexperienced in urban schools; it meant having a complete annual turnover in staff. It was soon realized that the conduct of the program requires a wide knowledge of the Chicago school system, of individual schools, school administrators, and sponsor teachers. The development of an effective

program was dependent upon finding a means to capitalize fully on each year's experience so that inadequate policies and procedures would not be repeated. Since our recognition of the fact that we needed permanent, experienced staff, our problem has been to find faculty members willing to accept a one-semester appointment. Efforts to conduct two sessions of the program, one in the fall and another in the spring, to create opportunities to employ permanent, full-time faculty have failed because of conflicting college calendars and other reasons. This remains our most difficult problem; I often feel that our ability to find dedicated, interested persons in spite of the handicaps mentioned represents more luck than anyone has a right to expect.

Another problem is that of cost. It costs more to have students live in Chicago than it does in Northfield, Minnesota; it costs more for faculty to live there. How can one expect to equate the costs of the Urban Semester Program with those existing programs on our individual campuses? Tuition income provides about 60 percent of the necessary financial support.

The third problem relates to the selection of sponsor teachers. We have been very fortunate, for the Chicago Schools have given us great freedom in the selection of our sponsor teachers; the expectations regarding the quality of sponsor teachers have been met. Yet, we do seem to have a hectic time some years when we find that a large number of the teachers to whom we assigned student teachers in the spring have transferred to other schools or have changed their teaching schedules to eliminate those courses we wanted our student teachers to teach.

We have not yet been able to assess the events of the past weeks or the anticipated events of the coming summer in terms of their influence on our final enrollment in next year's program. We do not know what kind of

reception our students will receive in some of the inner-city schools.

Problems are created by the diversity of our colleges in terms of calendar, course offerings, course sequences, tuition rates, room and board charges, financial aid procedures, certification requirements, and so on. This is where the inter-institutional diplomacy comes in. We have colleges on the semester plan, the three-three term system, and the four-one-four semester-interim approach. This has been a major factor in precluding the possibility of a second sixteen week session in the spring. There are significant variations in the teacher education programs in our member colleges which require some juggling of pre-requisites. Course sequences can cause problems.

It we ask students to pay the same tuition and the same room and board costs as at their home campuses, we get complaints from students who discover they are paying several hundred dollars more than other students in the program. If we set a standard tuition rate for the program, students from colleges with lower tuition rates would probably not be able to attend. Some of our colleges have great faith in the utilization of the generalist student teaching supervisor. Other colleges will refuse to recommend the program to students if we do not provide subject matter specialists as supervisors. We have been forced to compromise. We have fifteen places in the program for elementary student teachers and thirty for secondary, for only one-half of our schools have elementary programs. Each year we have one elementary specialist and two secondary supervisors. For the secondary supervisory positions we select persons with advanced training in those subject areas having the largest numbers of student teachers. We may find it necessary to ask an English specialist to supervise someone in French. With only

two supervisors, we cannot provide a specialist supervisor for each student in the program. We can compensate by making special efforts to procure outstanding sponsor teachers to serve in subject areas not represented by our supervisors.

Results of the Program

Students have been very generous in their praise of the Urban Semester Program, often referring to it on evaluations and follow-up questionnaires as "among the most rewarding experiences of my life" or "the highlight of my academic career." Students and faculty participants have been enthusiastic about the dual teaching experience in two different schools with different administrations and different sponsor teachers. The students consider the intensive supervision one of the great strengths of the program. Although many students enter the program with fears and reservations about teaching in an inner-city school, about 95 percent of the Urban Semester graduates have indicated a preference for teaching in this type of school.

Every effort has been made to get informative and meaningful subjective appraisals of the Urban Semester Program, and we are now in the process of obtaining more objective information. We have sent out requests for follow-up information to the participants in the program during the years 1963 through 1966. We must be prepared to respond to questions as, "How many of your participants actually teach in inner-city schools?" or "How many of your participants actually go into teaching?" I feel these kinds of statistics tell only a small part of the story.

Unfortunately, 92 percent of the program participants have been girls. We know it is customary for the girl to find employment where her husband is employed. What then does it mean when we say about 30 percent of our students

actually teach in inner-city schools? *How do we know how many other students at our colleges seek employment in city schools because they have learned from Urban Semester participants that it can be a very rewarding experience and is not as dangerous as portrayed in popular movies and novels?* What conclusions can one draw from statistical categories when one receives this response from a student in the rural teacher group? "_____ is an experimental school that is operating on a multi-racial (approximately 20 Negroes from Chicago's inner city), multi-cultural, international basis. It is a residential school of approximately 230 students from 22 states and 9 foreign countries." Or this comment received from a married student listed in the rural teacher category? "I feel, too, that the need for open-minded teachers is as great, if not greater, in all-white, middle-class areas, urban, suburban, or rural. The more people I speak with, the more aghast I become at the apparent number of rather biased, narrow-minded teachers to be found." She suggests that perhaps a well-trained, open-minded teacher can perform as great a service in a community of this sort as in a Negro ghetto. A graduate who has since obtained a master's degree and is now teaching in a community college found her Urban Semester experience helpful and writes, "I work with many disadvantaged students--products of urban deprivation as well as suburban indifference."

We do not have complete results from our current follow-up study but we anticipate that it will show that about thirty percent of our students are actually teaching in inner-city schools. I do not find this disappointing because I firmly believe that the attitudes our students exhibit after their experience are going to shine through somehow, somewhere--be it at a PTA meeting or a ladies' bridge club. I am inclined to agree with the

Carleton senior who came in to talk about her forthcoming marriage and problems in finding a teaching position near the graduate school her husband would be attending. I chided her for being another Urban Semester graduate forsaking inner-city teaching to live with a husband in a location where she will probably take any teaching job available to her. I told her that I was trying to explain why the enthusiasm for inner-city teaching is so great among our students and the performance rate so low in terms of those who actually do it. Her reaction to this statement, with which I agree wholeheartedly, was this: "Why, Miss Berwald, how could any one evaluate the Urban Semester in terms of the number of students who actually teach in inner-city schools? They must not realize that it changes your whole life."

V. INNOVATION IN INNER CITY

Grant Clothier

After listening to the previous speakers, I approach my task with mixed feelings of humility and pride. Realizing the magnitude of the educational problems in the ghetto, one cannot help but feel inadequate. Yet I am proud to be a part of an embryonic national effort to eradicate the educational sins of the past several decades. I know that you feel as I do; there is much to be done. If there are those present who are not already convinced, the gutted buildings and looted shops of Kansas City and other metropolitan centers across our country are vivid reminders of the task facing us. We cannot refute Mr. Egerton's thesis that traditional programs of teacher education are inadequate. It is time for innovation in inner-city teacher education.

As Dr. Lawrence has shown, educators <u>are</u> being rudely awakened and programs <u>are</u> being developed. However, the number of teachers being prepared is woefully inadequate and, because of the unusual preparation needed, generally it is only the larger institutions who have the talent and financial resources to mount a successful program.

The smaller, liberal arts colleges can play a vital role in this effort. Their emphasis on academic excellence and their deep concern for human values provide a natural basis for the recruitment and preparation of inner-city teachers. Although individually small institutions are generally unable to develop such a program, cooperative action, utilizing the resources of several colleges within a given area, is feasible.

In 1966, with these thoughts in mind, thirteen liberal arts colleges in Missouri and Kansas, the public school systems of Kansas City, Kansas and Missouri, and the Mid-continent Regional Educational Laboratory began to develop a cooperative program based on the model developed by the Associated Colleges of the Midwest under the direction of Helen Berwald. In March, 1967 two additional colleges and the University of Missouri at Kansas City joined the original group. Since then, an additional liberal arts college and Lincoln University have joined the cooperative effort. The program was financed originally by a $12,000 planning grant from the National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth, a project supported by the Office of Education and administered by the American Association of Colleges for Teacher Education. An additional $15,000 grant from the Danforth Foundation, tuition rebates by participating colleges, support from the Mid-continent Regional Educational Laboratory, the Multi-Purpose Training Center of the University of Missouri at Kansas City and from public school systems insured the program's development.

The commitment of participating institutions to the proposed program can best be illustrated by the following example. We had originally hoped the AACTE grant would be for approximately $50-75,000. Upon learning that only a small planning grant was available, I called institutional representatives together and asked whether we should continue with our efforts or drop the entire plan. The response was immediate and gratifying. The representatives from the institutions insisted this was a worthwhile project and must be continued regardless of the decreased support. They instructed me to seek additional financial support from private foundations and agreed that they would be willing to rebate a portion of each volunteer's tuition

to support the program. When these individuals demonstrated such obvious commitment to the program, I became confident it could be successful.

Out of the organizational meetings of late 1966 and early 1967 came an organizational structure and a name for the group---The Cooperative Urban Teacher Education Program--or the shortened version used most frequently among our staff and students, the CUTE Program. Each participating institution had one representative on the Urban Teacher Education Committee. This Committee approved curriculum content, determined policies guiding its operation, selected participants for the program, and approved the instructional staff.

As a basis for planning the Cooperative Urban Teacher Education Program, assumptions were developed regarding the society in which our schools operate, the kinds of individuals who will function effectively in this society and the role of teachers in the education of individuals. These underlying assumptions have given direction to the organization of the curriculum content and program structure. Although the concepts probably are not new to most of you, I would like to state them for your consideration.

Since we are living in a democratic society and schools are provided by citizens for preparing our youth to function in this social organization, it follows that our schools should contribute to the effective operation of our democracy. One of the distinctive features of the democratic system as practiced in the United States has been its ability to adapt to the needs of a changing society. We have subscribed to the belief that generally the wisest decisions can be made, and the greatest good to the entire society effected, when the people as a whole participate in making decisions.

Although our actions have oftentimes fallen short of our prououncements, this remains a goal toward which we all must strive.

The changing nature of our society and the individual responsibility for participation in decision-making, obligate schools to prepare pupils who become increasingly capable of making intelligent decisions. Rather than memorize facts, pupils should be able to see alternatives. This approach does not lessen the necessity for an intensive study of the accumulated knowledge of our society. It means that knowledge is not an end in itself, but has a wider application. Knowledge should be used as a basis for making decisions, used in the solution of problems. Pupils, instead of accepting passively the authoritarian pronouncements of the teachers, should be encouraged to question, to search, to reflect and to perceive relationships. They must become increasingly responsible for their own intellectual, social and emotional development. They must become self-directed.

If these assumptions are valid, it would follow that the teacher cannot logically attempt to reconstruct society and build a new social order according to his liking. Neither can he seek to conserve society as we now know it. These approaches imply indoctrination on the part of the teacher and unquestioning acceptance by the pupils. One would propose to institute the ideal society, the other simply preserve the status quo. A third alternative would seem to provide the most logical solution to the problem. Instead of functioning as a source of all knowledge, the teacher assumes a different role. He has a responsibility to present information, to raise new questions and to help pupils reach conclusions in harmony with the information at their disposal. He becomes the director of a continuing research effort in which pupils share an increasing responsibility.

I believe these assumptions are valid as a rationale for developing an educational program for all pupils wherever they might be. It is in the inner city that our practice has been most at variance with our philosophy. Often in these schools, inexperienced white, Anglo-Saxon, protestant, teachers have used inadequate and irrelevant curriculum materials to impose middle-class values on children--values frequently foreign to the life-styles found in the pupils' homes and communities.

Such unskilled and insecure teachers are obviously incapable of fulfilling this role. An inner-city teacher needs to understand his own prejudices, attitudes toward authority, and defense mechanisms. His self-knowledge is a prerequisite to understanding his pupils, their environment, and their growth in understanding themselves. In addition, he must have the necessary professional teaching skills to develop a classroom environment which will permit increasing self-direction on the part of learners.

To develop a teacher with these capabilities, we believed a distinctive program of preparation would be required. We felt the program required an interdisciplinary staff including a mental health specialist, a sociologist and teacher educators working together to develop a program. We concluded that inner-city schools needed:

1. Teachers who could grasp the difference between feelings and actions in pupils.
2. Teachers who could utilize the full range of their spontaneous emotions in a manner conducive to effective teacher-learning situations.

3. Teachers who, through an understanding of the socio-cultural environment of children, were capable of perceiving psycho-social causes of behavior.
4. Teachers who could give supportive responses to pupil participation.
5. Teachers who could admit their own knowledge limitations.

In addition to these characteristics, we sought to develop:

1. Teachers who could motivate pupils effectively by raising questions, posing problems, reaching inner-city pupils at their level of development.
2. Teachers who could organize learning experiences to facilitate the solution to problems, who would probe and bring the data of the real world into the classroom, rather than merely giving lessons.
3. Teachers who had ability to summarize and interpret information effectively and assist pupils in the development of these skills so that they might draw warranted conclusions to problems that might be studied in the classroom.

The general framework for the curriculum was drawn from the Sequence of Concerns developed by Dr. Frances Fuller of the University of Texas Research and Development Center. Her investigations showed that teacher education students at the University generally went through six stages of concerns during the course of their education program. These concerns were:

1. Where do I stand?
2. How adequate am I?

3. Why do they do that?

4. How am I doing? (This stage implies that students are now in student teaching.)

5. How are they (the pupils) doing?

6. How does what I am influence them?

Dr. Fuller noted that very rarely did student teachers reach stage 6 of the Sequence of Concerns, and only infrequently did they reach stage 5. Probably by the time most students have almost completed the traditional four-year teacher education program, their chief concern is, "What kind of grade will I get?"

Using these concerns as a basis for curriculum development, we sought to specify what content could be provided in the areas of mental health, sociology, and teacher education to alleviate feelings of inadequacies at each stage of concern. This content was then developed by the interdisciplinary staff in terms of major concepts to serve as content for the semester field experience.

These concepts are taught through the use of seminars, related field experiences, and student teaching. The instructional team seeks to use inquiry techniques designed to promote independent decision-making on the part of seminar participants. We try to teach as we want teachers to teach. Interaction analysis, child-study techniques, micro-teaching, case studies, observation, and a great deal of contact with both children and adults from the inner-city community have been integral elements of the instructional strategy employed.

During the academic year, forty students have enrolled at their home institutions and come to Kansas City to participate in the program. Each

semester, upon arrival, they engage in a weekend orientation session where they meet the CUTE staff, public school principals and cooperating teachers. The program provides for initial one-half day observation periods in assigned schools. Then students discuss these observations with the staff in afternoon seminar sessions. During the next seven weeks they are immersed in the culture of the inner city, visiting homes, studying neighborhoods, working in community centers, and becoming acquainted with the various agencies which serve the inner city. They discuss their feelings, insecurities and anxieties with our psychiatrist. They observe the behavior of children in the classroom and discuss these observations in informal seminars. They develop teaching strategies, put them into practice in micro-teaching sessions and analyze the results. Finally they are placed in cooperating schools for student teaching. It is a baptism of fire which we hope will result in their own professional salvation.

This is an experimental program in its developmental stage. We are learning something each semester. It is not the same now as it was in September; further refinements will be made during the summer. Sixteen weeks is not enough time, but it is a first step; I believe the rationale is valid and the techniques sound.

Is the program successful? This question can be answered in a number of ways. It is too early to make definitive statements from an empirical research standpoint. Perhaps there are other ways to measure success. We believe we have found out some things that provide a valid basis for optimism. We know sixteen liberal arts colleges, two public institutions of higher education and two public school systems can cooperate to improve

intolerable conditions. The support of all concerned and the assurance of an increased enrollment next year testify to this fact.

We know we can create a desire in students to accept employment in inner-city schools. At last report fourteen of the original 22 CUTE participants, whose homes range from Massachusetts to Montana, had signed contracts with the Kansas City school system. Nearly all of the remainder will be teaching in ghetto schools of other cities. We know of only one student who might be termed an inner-city "drop-out." She has followed her husband to a smaller community.

We know we have had an impact on many of our students. May I support this statement by brief excerpts from two unsolicited letters to the CUTE staff. I quote: "Through CUTE I have given much and gained much in return. My ideals are still intact, but I feel I've become much more realistic about my own capabilities. My goals are solidifying and I will be teaching in an inner-city school in September, for that is where I belong."

Another statement which seems cause for optimism states: "I learned patience, understanding, my capabilities, my strengths and my weaknesses. I learned to give willingly and freely of my ideas as well as see merit in others' ideas--in short, how to work together. In other words, I found I was not the only person on this earth. A feather for your cap--you not only trained us to be teachers, but also to be people."

Finally, we have apparently been successful in developing a CUTE "mystique"--a close sense of belonging, a feeling of pride in the group. CUTE students have written a school song. We have adopted school colors. They are black and blue. I debated whether to relate this incident to you but since you came to learn about the program, it seems to illustrate vividly

my point. As we analyzed the activities of the first semester, one student, in pointing out the necessity for early and continued contact with the inner-city community, related this incident. He said, "Early in the semester, I was in the inner city and dropped in at one of those inner-city establishments. As I sat there minding my own business, a girl sidled up to me, rubbed against my arm and said, "I'm in heat." I looked at her for a few moments and didn't quite know what to say; finally I just said, "I'm in CUTE."

I believe these feelings of belonging are shared by most of the CUTE participants. You will have opportunity to judge this for yourself during the course of the clinic. The enthusiasm and the sincerity which permeates our contacts with these young people, probably more than anything else, enable us to face the future with anticipation and optimism.

VI. THE RHETORIC AND REALITY OF EDUCATIONAL CHANGE

Vernon Haubrich

In examining the question of educational change, one is led through the pathways of institutional bureaucracy, change and change agents, personality and belief, and of course, the history of it all. Before launching into a discussion of the system of education which has evolved in America, some basic considerations and assumptions must be stated to set the pattern and boundaries of the discussion.

First, it is necessary to note that schools have become bureaucratic and that the scale of these bureaucracies has steadily increased over the past 30 or 40 years. In this development almost classic lines of bureaucratic development have been drawn, a system of roles graded by authority with fixed jurisdictional areas regulated by rules and/or laws.

Second, individual personality, if formed by institutional bureaucracies and certain personality types, tends to predominate in the staffing of these bureaucracies.[1] Personality characteristics which are important to individual success in bureaucracy are loyalty, conviviality and dependency. The seniority factor is crucial in bureaucratic success, but the more senior the bureaucrat, the more he will exhibit those personality characteristics which cause acceptance in the structure.

Third, the characteristics of bureaucracies--size of organization; specialization of function; hierarchical ordering of roles, tasks, and rewards; status based on seniority and administrative ability rather than on specialist skills; control of the system by a few; impersonality in

organizational thrust; and finally, a deference to authority are apt to be characteristics of large school systems, teachers and administrators, professors and deans.

Gathering at an educators' convention--representing controlling figures in curriculum, administration,writing, teaching and supervising--is the virtual penultimate of the upwardly mobile members of the education bureaucracy. To have such a group reflect on their own behavior, the manner in which they make decisions, the goals they have for children, youth, prospective and experienced and inexperienced teachers, would be quite an achievement in that most of their training in the education bureaucracy has taught them not to reflect at all.

The System of Education

Much of the mythology surrounding teaching, schooling, and the educative process comes about because the practitioners in the field, teachers, and administrators, need protection from the incursions of researchers and others who would look at the system and its results in a more or less objective fashion.[2] Consequently, we are constantly faced with some propositions to which the practitioners and the general public pay homage. Among these are: The system of education is local in nature with controls at the local community level: class size is critical to the learning process; teachers are independent professionals providing a professional service in the classroom; teaching can never be measured because we can never agree on basic terms. These and other mythologies cause immense difficulties when one attempts to look at the manner in which professionals can be prepared and the critical entry points in the system.

In considering the nature of the educational system, some writers[3] have concluded that we have, de facto, a national system of education. The evidence which one can muster for this conclusion centers on four basic, though indirect, indices for a national system. These are:

1. There exists a national recruitment of teachers.
2. Students move from school system to school system with little difficulty.
3. Instructional materials enjoy a national market.
4. There is, in effect, a national examination system.[4]

What we are faced with at the start of our analysis is a loose confederation of 37,025 school districts with little difference between them in organization, teaching, curriculum or means of separation and promotion. The existence of a large scale organization, serviced by supporting and ancillary systems,[5] indicates that the prospect of local attempts at innovation and change will suffer at the hands of a superbly functioning interlocking series of schools, the top of which is the graduate department of the modern university.

The last point is critical, for it is the conclusion of an examination of the school system, as a basically hierarchical structure, with great power, influence and decision making at the top. The selectivity, recruitment and efficiency which are built into any bureaucratic structure are also part of the system of education where the interests of the higher group of educators are serviced by those immediately below. Educators in public schools have had training in the college and, often, in the graduate department of a university. The interpenetration of staff, function, and, especially, control over entrance to the graduate departments of a university creates a

self-contained and self-perpetuating system. The system is supported by a series of ancillary structures noted previously and related to the testing, the time and the curriculum regularity in the system as a whole.

What we see in this brief analysis is a view of the school system which is clearly bureaucratic in the same sense as defined by Max Weber in 1922. Specialization of function, limited role definition and an interdependence of various sub-structures characterizes the system of schooling in the United States. One additional factor which causes both a difficulty and a direction should be noted. The enormous turnover of teachers[6] increases the regularity and the rigidity of curriculum, procedures and induction-techniques. The stability which is thereby required (because innovation and change require attention, follow through and a "product champion")[7] indicates, at least in part, the aim which teacher education might take. Given the tentative nature of commitment on the part of the functionaries at the lower level (e.g. teachers) any developmental procedures should look to the committed professionals in the school system, especially those with supervisory, administrative or regulatory duties.

The above point is reinforced by the nature of the reward system in the teaching profession. Generally speaking, the teacher tends to look to the principal and to his immediate supervisors for support, encouragement and reward. Much of the evidence which centers on this critical point indicates that the principal of a building is a critical person in setting the "climate" in which teachers function. A climate which is permissive from the top down translates itself into a similar kind of classroom organization. The teacher responds to the kind of organization which the principal sets in operation.

One additional finding regarding the "system" of education: The large city school systems seem to develop a sense of climate which is unique to each city.[8] Boston sets forth, based on a unique history and tradition, one kind of organizational climate while New York entertains another. A recent study of the New York system,[9] and there is substantial evidence to adduce that this evidence is not unique to New York City, indicates the enormous power wielded by the "corps of supervisory employees at the headquarters building." The crucial nature of the power was in the area of budget and curriculum, but included other areas of school operation as well.

Again, this study reinforces the point that school systems tend to generate their own bureaucracy, tend to limit the nature and rate of change within the system, tend to function with their ancillary structures in a national system of education and tend to a uniformity of response so as to protect those within the system from those without.

What we have then in this system of education is:

1. A heirarchical system with much power above the level of teaching. but centered most probably on the middle level functionaries.
2. An interlock between each level of education, with the graduate school as the capstone of the system.[10]
3. A bureaucratic system in which role definition and specialization of purpose tends to place the teacher in the role of functionary rather than autonomous professional.
4. A de facto national system of education which is geared to several functions and which is supported by a formal system

as well as complementary and independent ancillary structures related to testing, accreditation and promotion.

What emerges from the previous consideration of the system of education in the United States is that teacher education, like the system of public schools, has an enormous capacity to absorb change and not change at all. A review of programs related to the preparation of teachers indicates that the apparent philosophical differences between one program or another are but shadows in the illusory series of debates held at conventions and in classrooms.

The capacity of the system to adopt, modify, and accommodate hundreds of program changes indicates the enormous political power which this informal system can exert. It takes virtually anyone into camp and has, as a consequence, more camp followers than troops. The endless arguments of teacher educators of the value of one program as opposed to another has been so much fluff. The major benefit of this type of argument is that if someone does come along to challenge the issue of what has been going on in the field, the teacher educator who is on his toes can point with some degree of pride to the unique program at Oshkosh which is exactly what the critic wishes to see. When the teacher education program of the nation is everything, it quickly becomes nothing.

The one real difference within the field of teacher education is related to the view that <u>all</u> of the subject matter in the liberal arts, all of the professional courses, and all of the experiences in practice teaching should be related to the single function of teacher education. This basic and fundamental difference was quickly emasculated by the desires of professional educationists for a regular place in the college-university structure, by

the ambitions of prospective teachers for courses which would lend themselves to an easy convertability in furthering careers other than teaching and finally, by the expansiveness of the modern university and by state legislatures seeing little profit in maintaining separate institutions of undergraduate preparation seemingly offering the same kinds of subject matters. An analogous kind of development went on in the field of vocational education, but while the context of training and subject matter for the trades and industrial complex was explicitly different from the typical undergraduate program, the evolving single purpose normal schools could make no such claim. The intellectual claim of the liberal arts in teacher education, viable since the earliest days of the liberal arts, was not and could not be denied.

Consequently, the modern university with its research orientation and domination by graduate school found a place for the preparation of teachers, administrators and other related personnel. The modern university, including as it now does the Schools and Colleges of Education, continues to have the broadest possible conception of its role along with the former normal schools turned state colleges. This expansiveness of effort and interest is both a tribute to those involved in the effort as well as a caution for those who wish to enter the murky waters of teacher education.

A Venture Into Organizational Systems

Given the proposition that the educational system is hierarchical in nature with control of the system at the top, and that it corresponds to a highly organized bureaucratic structure, it is important to examine some of the general principles of organizational change that have come about in recent years. An underlying principle characterizing organizational change

is that it occurs infrequently. There is no reason at this time to suppose that the educational system is any different nor that the relative difficulty of affecting change is any less. However, as some writers have noted,[11] change sometimes does occur within organizational structures and that from these limited number of occurrences some tentative generalizations have come about. Some of these generalizations refer to the nature of change vis-a-vis the many participants in the system. Others refer to the changes that can be expected within the administrative structure of an organization.

There are some social-psychological principles which seem to operate when organizational change does occur and it might be well for us to spell these out at this time. First, the whole notion of expectations of individuals within an organizational pattern are absolutely critical to the question of whether or not change occurs. Since unilateral power and the notion of hierarchical ordering underlies the educational system, the expectations of the person directly above the teacher are far more important in creating change in the teacher than those below the teacher, e.g., his students. The same principle would hold as one moves up the organizational ladder in schools, ending in the graduate school.

Second, changes which can be recorded when the individual is out of his own organizational situation (such as summer programs in college classes, Saturday morning programs in extension centers, evening session lectures, etc.) do not have any long-term impact when the individual returns to the organizational setting. Change off the job has far less force than changes which occur <u>in situ</u>.

Third, a unique relationship exists between conditions which facilitate change and the personality structure of teachers and/or administrators

who are willing to accept the change. This syndrome, which includes personal characteristics on the part of the school functionary, as well as educational programs developed within the school, is critical to the bet one chooses to make with money. You do not improve the quality of educational change nor its rate by going to school personnel or school situations which are most likely to resist educational innovation.

Fourth, the improvement of school functionaries in a vertical pattern of training, which includes school personnel drawn from the lowest echelon, such as teacher aides, to the highest, such as assistant superintendents and superintendents, would prove more feasible vis-a-vis change than grouping individuals by role or function. In a similar situation linkages between college and public school personnel would prove more efficacious than keeping them separate.

Fifth, programs of change involving segments of the educational systems must have continuing feedback to control power forces above. Without adequate feedback and evaluation, educational organizations tend to stress cost reduction,[12] consequently programs involving teachers, administrators, or related educational personnel must set up, in advance, an adequate system of information feedback.

Sixth, the changes contemplated by an educational system or by those outside the system must be capable of institutionalization. Essentially, the idea to be introduced cannot be so different from present practices so as to cause puzzlement or threat to the mind of the practitioners or functionaries. The person who wishes to introduce change in an educational system must first go along with the system to get his idea into practice. For the innovation or the change to become part of the school system should be

the objective of any group wishing to introduce varying procedures into that system.

Seventh, and last, what seems to come through the haze on the issue of an educational and organizational bureaucracy is that if you want the change to grow and become a part of the organization itself, then something more than ideology must come into play--somebody has got to be in charge.

In addition to these general principles of organizational and bureaucratic change, Griffith[13] has written incisively about the nature of administrative change. He lists four principles related to conditions which aid change in an educational setting. These are:

1. The major impetus for change in organizations is from the outside.
2. The degree and duration of the change is directly proportional to the intensity of the stimulus from the supra-system.
3. Change in an organization is more probable if the successor to the administrator is from outside the organization than if he is from inside the organization.
4. Systems respond to continuously increasing stress, first by a lag in response, then by an over-compensatory response, and finally by catastrophic collapse of the system.

Additionally, Griffith notes that there are four characteristics of organizations which inhibit educational change. These are:

1. The number of innovations is inversely proportional to the tenure of the chief administrator.

2. The more hierarchical the structure of the organization, the less the possibility of change.
3. When change in an organization does occur, it will tend to occur from the top down, not from the bottom up.
4. The more functional the dynamic interplay of sub-systems, the less change in an organization.

What seems to come through on the social-psychological end of the matter in combination with the administrative theory as postulated by Griffith, is that innovation from the bottom is virtually impossible in the educational system and that the independence of sub-systems within the organization isolates each group from change activity. Clearly, the question that we face in organizational and bureaucratic change is linking the functionaries, providing for communication between those at the top and at the bottom, engaging in programmatic activities which are centered in the situation where the functionaries are at work, and lastly, selecting school systems and individuals who seem to have a propensity for testing out new ideas.

In the light of these aspects of bureaucratic and administrative change, any consideration of power in teacher education must include, at the same time, a reference to the context of higher education in which teacher education finds itself. If one wishes to assess the possibilities and potentialities of funding experimental programs in teacher education the critical questions will center on the students as potential, the college as unique and the program as organic to both students and college. Large scale intrusions into training programs cannot be based on a single model of teacher education but must rather turn to the kinds of advantages which colleges in individual contexts seem to offer.

This examination could profit from the growing body of material which reviews and locates the critical linch pins in the bureaucratic structure of schools and colleges. It is most important to those responsible for the assessment of power in schools and colleges to maintain a tendency to partialize the problems of schools and colleges, for the very size of the educational establishment has provided for those who sit in positions of responsibility a convenient haze and smog with which to confuse, parry and obfuscate responsible criticism of the establishment.

Directions and Priorities

It is possible to review the matter of an educational system and its attendant problems, explicate the research on organizational and bureaucratic change, look to some examples of this change within large-scale organizations in the society, and then quit. The task of the "here and now" requires two questions be reviewed and kept in mind. First, there must be some attention to the question of the direction of professional training and to its component parts; and second, there must be attention to the issue of priority in servicing the educational system with a view related to professional development. Let us go to the first question and attempt to look at a series of propositions which are related to the development of the professional teacher and administrator.

The professional in the educational system serves the unique function of spending a working life serving, in a more or less direct fashion, the welfare of others. This service comes about because the clientele of the professional perceives the service as necessary and essential. Additionally, the professional in the field of education should have one of the specific

characteristics of the helping professions which is to engage in a two-way communication with their clientele. In the educational transaction the client (the student) responds not in terms of something that is done to him, but in terms of what the experiences in school mean to him.

The development of the professional teacher and administrator, both of whom are service functionaires to children and youth, begins, ends, and is passed on in the degree to which they feel an assuredness and security about the tasks they are expected to perform.

The question of analyzing the tasks which the professional educator is expected to perform centers on two crucial concerns: First, what the educational enterprise should be about, and second, the translation of specific knowledge and skills on the part of teachers and administrators so as to cause a school system to effectively operate with the above goals in mind. Let us turn to these two elements which would bring us full circle in our analysis.

If schools are meant, using Melvin Tumin's language, for children, for their development, for their growth, and for their pleasure, and if secondly, this same development of children takes place in transactions between the student and the teacher, then it follows that if children fail to develop to their potential, the shortcomings or errors are to be sought in the structure of the school system, not in the innards of the children.[14]

If one supplements the above proposition to the extent that a child takes from schooling that which is inherently valuable to him, and if one adds that there is no conceivable justification for a democratic society preferring the education of some children over others, then it does follow that every child has a full claim on the facilities and rewards of the school.

The direction of professional development of both teachers and administrators could center on the basic pproposition of the inherent worth of individual differences--not their denigration or elimination. The flexible use of teacher and administrative time, the full development of individual potential, and a diagnostic rather than bureaucratic classroom setting are but some of the goals which could be pursued by teachers, supervisors, and administrators.

The consequences of such a series of simple propositions related to the educational development of children would mean that the professionals' knowledge, skill, and attitudes with respect to schooling (learning and teaching) would mean something other than the present bureaucratic stance. In effect, what is being postulated at this point is that the teacher's knowledge and his capacity to use that knowledge in a professional setting is not well served by the present hierarchical structure of the educational system nor the narrow range of subject matter which the teacher studies in that system.

Let me give an example. Teachers who have received the standard undergraduate curriculum (80 percent liberal arts and 20 percent professional education) view their assuredness, their teaching, and their role in the school system as that of a middle-level functionary operating to create skills in children which will enable the child to be successful at the next highest level of specialization. In essence, the teacher's function is that of a gatekeeper.

Reinforcing the teacher's concept of the classroom is the context in which he receives his advanced graduate instruction. In most cases an experienced teacher takes courses at a college or university and these courses

are defined by professors, approved by departments, and serve the same kind of gatekeeper function. The courses are organized in a time-honored fashion, which includes lectures, quizzes, and research papers. The teachers and administrators who come to the course are presented with a view of knowledge which is increasingly specialized and, in many cases, not relevant to the classroom situation at all. Knowledgeable professors and less knowledgeable students come together--one to give, the other to receive. The central assumption is that what the university offers will improve the teacher and his teaching. What is probably the case is that the teachers and administrators have conformed to the higher forms of gatekeeping, while the critical issue of learning and teaching and other related problems rarely comes to the surface.

By keeping the education of teachers and administrators in the structure of college and university courses, rather than in the situation where teachers and administrators find their work, we engage in a contradiction of the evidence previously cited. The linkage between the system of public education and the system of higher education is not readily apparent, except on the terms of the latter.

In summary, let me suggest that if schools are to be related to the educational development of children and if that same development is to serve other than a gatekeeper and bureaucratic function, then the education of professionals will require a different order and conception of what we presently find.

Principles Which Could Help

What we have attempted to review in the previous material has been the basic nature of the educational system and its attendant bureaucratic problems; second, the nature of organizational change in both a general and administrative fashion; third, the goals of the system we call education; and fourth, the goals of professional training as related to the goals of the system. What seems manifestly apparent is the clear lack of relevance of professional preparation to many of the pressing problems of schools, classrooms and children. What is clear is the linkage of undergraduate and graduate schooling to the needs of the bureaucracy above, not the schools below.

Consequently, the guidelines which are suggested as a concluding statement to this paper are based upon the previous discussion as well as an interpretation of the research findings in relationship to the broader possibilities of all educational personnel training. These suggestions should be regarded as tentative, subject to review and the basis for discussion. Among the suggestions which may be adopted, these are probably most critical.

1. Priority should be given to those programs which design a closer meshing of university and school personnel *in situ*. The situational context of professional development should be the context in which professionals work.
   a. There should be a priority for those school districts indicating a willingness to cooperate with college and university staff, and vice-versa.
   b. There should be a continuing feedback arrangement which involves a research component in each program.

c. In all cases where feasible, a priority should be given to a concept of field test or practicum as crucial for all professionals in developing programs. Administrators and teachers must have the opportunity to try out and evaluate new ideas and programs.

d. For a period of five to ten years programs should emphasize diversity of attack and receptivity to research findings.

2. Emphasis should be placed on the education and re-education of administrators, supervisors and long-term professionals who are in control of school systems, such education and re-education to be developed between the professionals in the field and the professors at the university.

3. Priority should be given to program development which looks to vertical contexts in professional development (e.g., programs should include school functionaries ranging from teacher-aides on the one hand to school superintendents on the other; from the beginning of professional development in the pre-service arena to the in-service education of teachers and administrators with the cooperation and inclusion of college and university staff as planning, learning and training agents).

4. A priority should be given to a diagnosis of school difficulties, both teaching and administrative, as the beginning point of courses and field experiences for professional development should be viewed as mandatory.

In conclusion, in the judgment of the writer we are long overdue for a critical re-education of the professional staff of school systems and the

total university who must teach them. This paper proposes that the direction in any discussion of programmatic development in professional preparation and training provides school and university personnel with more vision than once they had as well as more insight into the system they control.

The issue which faces the presently assembled establishment is whether or not they perceive the gap which exists between the legitimate demands from areas of the society for redress of educational disenfranchisement and the state of present programs in education, teacher education and schooling. Within this general problem, what is probably critical is the nature of the person who must carry forward the task of restructuring, reorganizing and retraining the members of the teaching profession.

The difficulty of the task is awesome, but the rewards great. For those who wish to undertake such a work, the words of President Kennedy may have some meaning. In speaking of those who must actually do the work and undertake the changes he said:

> The credit belongs to the man who actually is in the arena, whose face is marred by dust and sweat and blood...who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause, who at the best knows at the end the triumph of high achievement, and if he fails, at least fails while daring greatly, so that his place shall never be with those timid souls who know neither victory nor defeat.

FOOTNOTES

1. Robert Presthus, The Organizational Society (Alfred A. Knopf and Random House, Vintage Books, 1962).

2. Matthew Miles, Innovation in Education (New York: Bureau of Publications), Chapter 25.

3. Sloan R. Wayland, "Structural Features of American Education as Basic Factors in Innovation," in Miles, Innovation, pp. 287-613.

4. Ibid. , pp. 599-602.

5. Ibid., pp. 595-6.

6. No more than two of five teachers who are prepared to teach are teaching after five years.

7. Miles, op. cit., Chapter 25.

8. The work of Alan Rosenthal, Rutgers University, is instructive on this point.

9. Marilyn Gittell, Participants and Participation: A Study of School Policy in New York City (New York: The Center for Urban Education, 1967).

10. Wayland, op. cit., pp. 594-5.

11. Griffith, Daniel E., "Administrative Theory and Change in Organizations," in Miles, Innovation, pp. 425-436.

12. Miles, op. cit., Chapter 25. See also Floyd C. Mann, "Styling and Creating Change" in Bennis, Beene, Chin, The Planning of Change (New York: Holt, Rinehart and Winstone, 1964), pp. 612-613.

13. Griffith, op. cit., in Miles, Innovation, p. 434.

14. Melvin Tumin, "Teaching in America," speech delivered to National Committee for Support of the Public Schools, Fifth Annual Conference, Washington, D. C.

VII. CONCEPTS FOR CHANGING TIMES

Robert MacNeven

An Indian father, on a reservation in this country, sat on the edge of a ragged blanket reading a bedtime story to his son. He read, "and the battle seemed to be lost when fortunately from behind the row of hills, came the welcome sound of unshod hoofs and warhoops." A point of view suddenly leaped out, a point of view that would have more significance were I Commanche or Choctaw. At another meeting I saw a man of interesting complexion who carried a bag with the message, "Custer died for your sins." Again a new viewpoint emerged.

Those who are familiar with the Kansas City scene used to see a fire truck with a Dalmation dog riding on top. This truck stopped in front of the Municipal Auditorium when a group of school children was there for a program. The children were puzzled about the dog on the fire truck and one tried to explain it to the others. He said, "The reason the firemen have the dog is when they are fighting a fire they need the dog to guard the equipment."

Another child said, "No, that really isn't right. When they go to a place that's on fire, they use the dog to see if there are any cats in the building." Another said, "No that really isn't right. They use the dog to find the fire plug." The same thing can look quite different to various persons. The viewpoint makes the difference. The circumstances may be the same, but our frame of reference and our perspective give a situation significance.

The teacher education program you have has a particular viewpoint, a viewpoint which centers itself upon an urban complex, which gives it a focus to make the program unique. Most of us have learned that any culture different from our own is, simply because of its difference, inferior. It is hard to realize that other people see it from a different point of view. Some believe a tie in a contest is better than a victor. Some believe that a human concern is better than a property right. A moment ago there was reference to the riots and the violence. The worst thing that happened in the riot is not that property was burned, but that six people died in Kansas City.

Commissioner Howe of the Office of Education said, "Educators need and deserve criticism." We should recognize, however, that there is failure beyond the educator's control. We should recognize that people who ultimately control the schools have never really given our schools the resources they need to succeed with minority children. I do not simply mean money, teachers or textbooks. The most crucial resource for any successful educational effort is the point of view it exemplifies. If that viewpoint fails, the schools will fail. Contrary to much educational rhetoric, the schools do not change society's viewpoint, they perpetuate it. I hope that we who are educators realize that Custer died and many suffered, for our sins.

A governor said, "In a world of three dimensions, with its leisurely and comfortable evolution from one state to the next, there was time to gather around a pot-bellied stove and discuss the few changes that the next several years would bring; time to debate the pros and cons of different courses of action; time to adjust to changed ways of life in the way one adjusts to an occasional new pair of shoes which are basically the same size

and same fit as the old pair. But in this day leisurely adjustment is no longer compatible with progress or even survival. We don't need a hot line to Moscow nearly so badly as we need a hot line to tomorrow which can only be found in the minds of men."

A great historian philosopher said the course of nations and of civilization turns about moments in history in which the nation and the civilization are confronted by dilemma. It is a situation in which a new course of action must be planned. The nation, and the civilization which meets these moments and rise above, then goes on to new and greater heights. The nation which fails to meet a dilemma, disappears into the small print of history books. A century ago another philosopher statesman said that a house and nation divided against itself cannot stand. We stand at a moment when to remain divided, blocked by the dilemma confronting us, is to invite disaster. That grim day is forseeable. I would like to think that there is a concept for changing times related to tomorrow and to the new viewpoint which must be obtained.

You have studied the CUTE program intensively and I have not, but I sense that it is in this dimension that its great value must lie. I listened to the description of the Mid-continent Regional Educational Laboratory's program. I do not want to be unkind, but it would seem to me that there is something that ought to happen in such a program to give education new intensity and new focus for a tomorrow that will not wait. I sense the Laboratory's programs deal too much with what was, too little with what must be. They move more slowly than they should. You may not share that feeling; perhaps I simply relate my own worries and anxieties.

Long ago, in other civilizations, cities were seen as sites of great virtue. Men and women sang of their cities. Nations were built around great cities. The building of a city, erecting the city walls and towers, locating the temple in the city, were marks of accomplishments. To be a citizen in Greek or Roman times was to be involved in a higher part of life. Something happened. The city is now seen as a center of evil, vice, misery. Some of you have moved to the suburbs where you can park a Volkswagon in your driveway and feel comfortable at home. The other, less fortunate people occupy the city. I sincerely hope that the city might again be realized for what it is--the heartspring of all the things that comprise a culture, that the diversity of the city would be a magnet. The excitement that can come out of a city characterizes the vigor of life. The city is a center of conflict and without the kind of conflict it provides, there will not be movement, development or growth.

I hope for an educational system that might come to be an expression of the urban viewpoint and serve its unique needs. I would like to think, from a program such as CUTE, which seems to typify the viewpoint I have expressed, there might come a new kind of missionary spirit.

Dr. Clothier referred to some changes that would have to be made. I hope you would understand that I advocate change, but not change in the same traditional way. Reform must be aimed at the college. Something should happen to make it very uncomfortable for people who occupy positions on boards of directors and at administrative decision-making levels, to continue making statements that have been made before. The hot line must be a hot line to tomorrow and people who are concerned must keep it hot. Then we will begin to hear the welcome sound of war whoops beyond the hills, and

they will have something to do with preparing the kind of teachers we need for tomorrow.

VIII. DARE WE DREAM

Grant Clothier

A prophet said, "Where there is no vision, the people perish." In the race between extinction and survival for our society, education will play a critical role. CUTE can make an important contribution to our survival, but its potential will not be realized if the program remains static. The concepts undergirding the program must be expanded to keep pace with the demands of changing educational needs. May I share with you the present dreams and goals of the CUTE students and staff.

Within the next year, the Mid-continent Regional Educational Laboratory is planning, in cooperation with the Danforth Foundation, an extension of the CUTE concept to two additional sites within the McREL region. We are also planning an in-service program for supervising teachers who will work with CUTE students. This workshop is designed to provide an understanding of the aims, aspirations and techniques of our program. It is scheduled for August of this year. We have been promised additional funds to be used to plan a staff development school. This school would provide graduates with a one-year internship under the direction of outstanding, experienced inner-city teachers. This internship program could begin in September of 1969. Actually, these activities are no longer dreams. They are now becoming a reality. We are looking forward to these new challenges.

I am satisfied that the Cooperative Urban Teacher Education Program is making an impact. You must remember it is an experimental program designed to meet the present crisis in the inner city. CUTE is not the end

of our dreams. It will not solve the longer-range critical problems that face inner-city education and the broader problems of education in general.

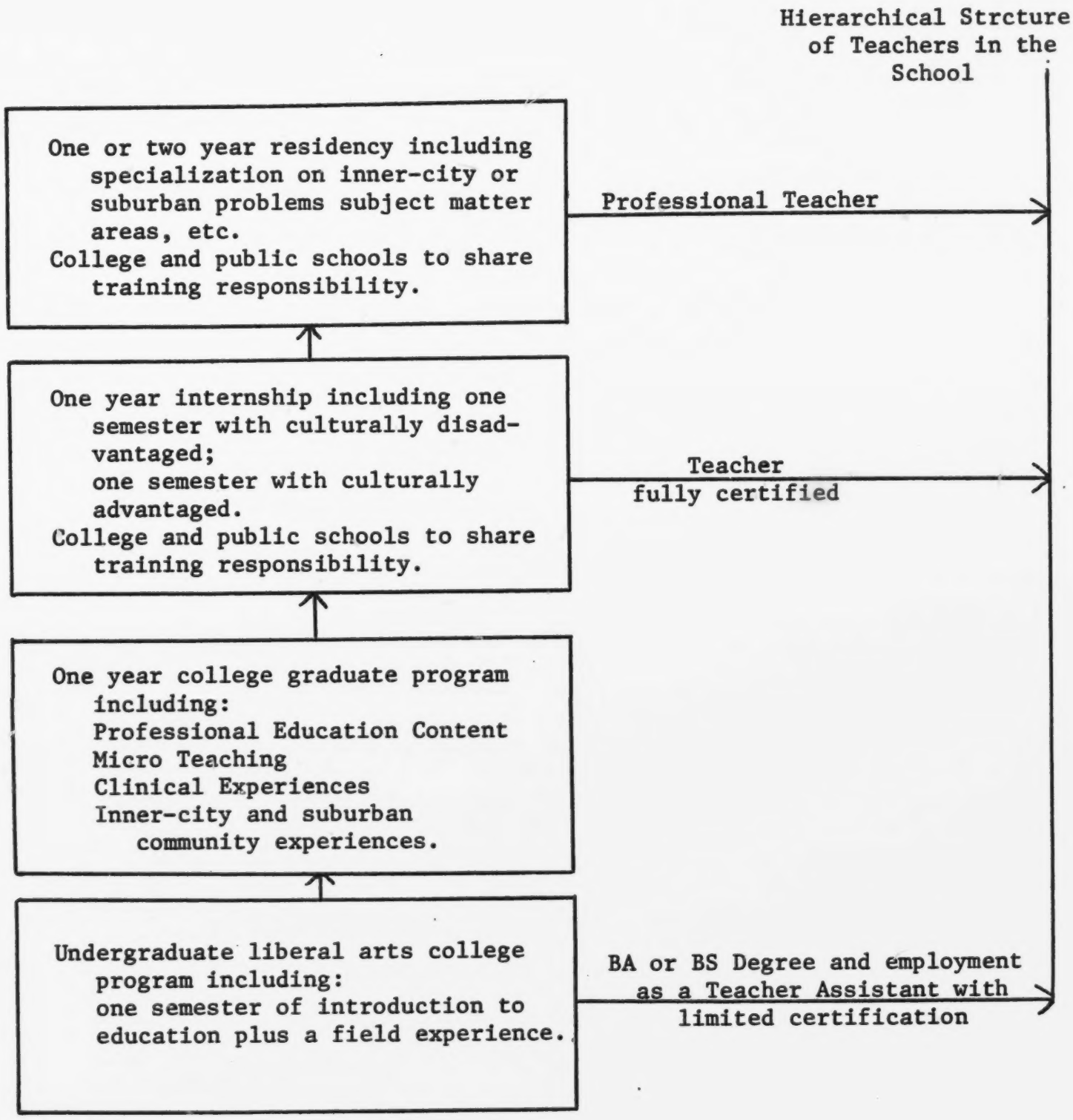
Much that is being done today in the way of educational innovation is mere tinkering. We are treating symptoms but ignoring causes. If change in education is to be effective, we must make a three-pronged attack on our problem. I believe continued efforts should be directed toward the inner city, but the problems facing education are not confined to urban centers.

I would like to propose that we work in three areas. First, I think we must restructure the teacher education program. Much that is in the traditional program is irrelevant, unrealistic and outmoded. Second, we must restructure school organizational patterns. The classroom as it now exists will not function adequately for the education our children need. And concurrent with these changes, we must revise the traditional curriculum structure. If we revise traditional teacher education programs, teachers will simply be frustrated when they enter traditional classrooms and teach the traditional curriculum. If public school people move ahead in restructuring the classroom organizational patterns, their efforts will fail because of the traditional preparation patterns of teacher education institutions. Finally, it is difficult to provide a meaningful curriculum for pupils, utilizing existing classroom structures and teachers who have been prepared in the traditional way. I am convinced that we must move simultaneously in these three directions.

There is a teacher drop-out problem almost as serious as the more publicized problem of pupil drop-outs. We are told that approximately sixty percent of the college graduates who receive teaching certificates are no longer in the classroom at the end of two years. Teaching can never hope to be a profession under these conditions. The most we can do in a

traditional, four-year teacher education program, is to prepare a technician, a semi-professional. There is a place for these persons in a heirarchical structure of teachers but they are not capable of high-quality learning experiences. Much the National Commission on Teacher Education and Professional Standards did in the "Year of the Non-Conference" will prove productive. I believe they have provided considerable data useful in solving this problem. With these thoughts in mind, I would like to propose a structure that would appear to improve teacher preparation and educational practice.

PROPOSED TEACHER PREPARATION MODEL


Hierarchical Strcture of Teachers in the School
One or two year residency including specialization on inner-city or suburban problems subject matter areas, etc.
College and public schools to share training responsibility.
Professional Teacher
One year internship including one semester with culturally disadvantaged;
one semester with culturally advantaged.
College and public schools to share training responsibility.
Teacher fully certified
One year college graduate program including:
Professional Education Content
Micro Teaching
Clinical Experiences
Inner-city and suburban community experiences.
Undergraduate liberal arts college program including:
one semester of introduction to education plus a field experience.
BA or BS Degree and employment as a Teacher Assistant with limited certification

Students who think they might be interested in teaching children would take about one semester of professional education in their college program. They would concentrate primarily on a liberal arts education. In the education semester, they would have an introduction to educational problems and a brief field experience, perhaps not as comprehensive as the present student teaching experience. These students would complete the undergraduate program and be qualified as teacher assistants. They would be technicians. They may wish to teach for a short time, but are not committed to a career in education. They may wish to support their husband until he completes his professional training. They may then wish to drop out and start a family. They can do many things in the classroom of a semi-professional nature. They are intelligent, well-educated and they have an understanding of children. After a brief training period, they can do specific tasks within the classroom. Their coming and going is not critical.

For those people who really want to be professional teachers, we must provide additional intensive professional preparation beyond the four-year program. Educators are questioning whether we should develop special programs to prepare inner-city teachers, that perhaps what we really need are good professional teachers who can function effectively in any socio-economic environment. I am convinced they have a valid point, but I am also convinced we cannot prepare such a teacher in four years. We must extend the preparation period for those persons who have a sincere commitment to education, and who really want to be professional teachers.

These people could be engaged in the pursuit of content similar to that proposed by LaGrone in the Teacher Education and Media Project. There

is also much in the CUTE concept that could be incorporated into a year of intensive education training.

There would be an immersion into the problems of the inner city and also the suburban or more advantaged urban areas. They could get extensive experience micro-teaching. They could get clinical experience working with remedial reading specialists, with school psychologists, speech correctionists, home-school coordinators and other professional people who diagnose the learning problems of children in the classroom and prescribe corrective treatment. At the end of this program, these students would enter an internship where they would spend one-half time in an inner-city school and one-half time with pupils from a different socio-economic group. During this period the college and public school would share the responsibility for additional training and refinement of skills.

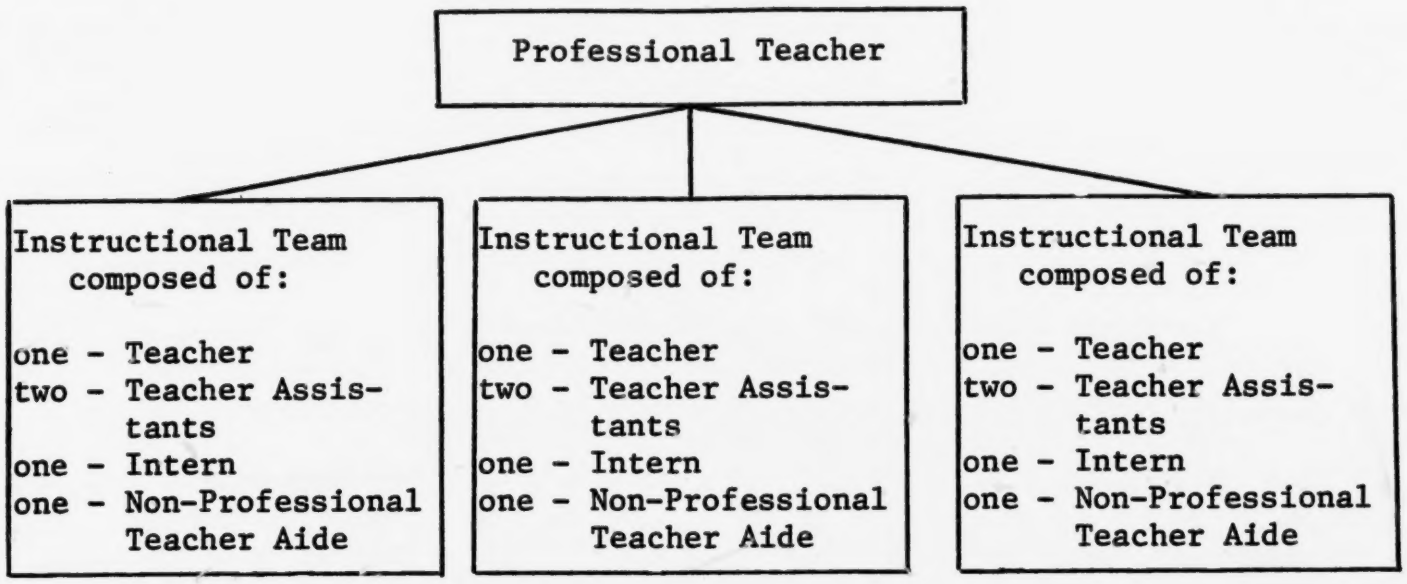
At the end of this time, these persons could be certificated as teachers. This preparation would be somewhat similar to the present master's degree, but the program emphasis is considerably different. Hopefully, there would be less emphasis on course taking and credit acquisition, more emphasis on the actual problems that teachers face, more integration of theory and reality. There would not be the sharp division between the ivy walls of college and the real life of pupils.

If they so desire, these people could remain at this level for their entire professional career and should be able to work with any child. But if they wish to become top-level professionals, they can have an additional one or two year residency period. Here they might begin to specialize, focusing on inner-city problems, suburban problems, reading or other subject matter areas. They may desire to specialize in the primary or intermediate grades. At the end of this time, they would have the equivalent of the

present doctor of education degree minus the thesis. The emphasis, however; is not on research; the main orientation is not preparation for college teaching. They would be specially prepared to work in public schools. They would be designated professional teachers with salaries that would be roughly equivalent to a college professor. There would be no need in terms of status or financial reward to desert the public schools and move to more lucrative or prestigious positions.

A school organized to utilize the talents of these persons could be financed for little more than the cost of present schools. If you consider a school of 250-300 elementary pupils, you would need one professional teacher. This person is a curriculum specialist. He could work with children and teachers. He would serve as an instructional leader, who understands how to work with people. You would need three certificated teachers. For each certificated teacher, you would need two or three teacher assistants. You would then have an instructional team, consisting of the teacher, two or three teacher assistants, and an intern. You could add to this team teacher aides, housewives from the community who could carry out many routine, non-educational tasks.

PROPOSED CLASSROOM STRUCTURE MODEL: ELEMENTARY SCHOOL



Salary Schedule

Professional Teacher . . . . . Steps 10 - 20

Teacher . . . . . Steps 6 - 12

Teacher Assistant . . . . . Steps 1 - 6

Intern . . . . . 1/2 of Step 1

Non-Professional Teacher Aide . . . . . Prevailing hourly wage

As shown by the preceding diagram, this structure would result in a true instructional team. Each individual would be doing those tasks for which he is qualified and for which he has been prepared. Remuneration would be made according to preparation and the level of competence required to perform tasks.

It appears a model of this type would provide for a coordinated attack on the critical problems facing education. A less comprehensive effort will not be sufficient. Although I have described only an elementary model, a similar structure could be developed for secondary schools.

These are the dreams we dream. These are the goals we seek. Probably ten years from now we will find our dreams were too small and our vision too limited. We dare not cease to dream; but as we dream, we must also be awake to the crises we face today. We must use whatever skill and ingenuity we have to meet these challenges and make our schools relevant for the children who populate them.

IX. APPENDIX

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